The selected bibliography on regular class placement and special classes for handicapped and gifted children contains approximately 70 abstracts with indexing information explained to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of July, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (two order blanks are provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1957 to 1971. (CB)
REGULAR CLASS PLACEMENT/SPECIAL CLASSES

A Selective Bibliography

July, 1972

CEC Information Center on Exceptional Children
An ERIC Clearinghouse
The Council for Exceptional Children
Jefferson Plaza, Suite 900
1411 S. Jefferson Davis Highway
Arlington, Virginia 22202

Exceptional Child Bibliography Series No. 623

The work presented or reported herein was performed pursuant to a grant from the Bureau of Education for the Handicapped, US Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the US Office of Education and no official endorsement by the US Office of Education should be inferred.
The CEC Information Center on Exceptional Children

With a grant from the US Office of Education, the CEC Information Center was established at The Council for Exceptional Children to serve as a comprehensive source of information on research, instructional materials, programs, administration, teacher education, methods, curriculum, etc. for the field of special education. The Center functions as the Clearinghouse on Exceptional Children in the Educational Resources Information Centers (ERIC) program and also as a member center in the Special Education IMC/RMC Network. In addition, the CEC Center's program includes a commitment to a concentrated effort towards the development of products which will interpret research results into educational methods and practices.

How to Use This Bibliography

The Exceptional Child Bibliography Series was initiated by the CEC Information Center to answer the need for rapid responses to specific requests for information. The volume of information requests received by the Center is analyzed and used as a guide in preparing special topic bibliographies in the field of exceptional child education. Abstracts contained in the bibliographies are drawn from the computer file of abstracts which represents the CEC Information Center's complete holdings as of the date indicated on each bibliography.

Selective editing by Information Specialists is performed on each bibliography. From the total number of abstracts drawn from the file on a particular topic, selection is made of only those judged to best meet the following criteria: availability of the document to the user, currency, information value, author's reputation, and classical content. The number of abstracts selected to appear in a bibliography may vary from one to 100, depending on the amount of suitable information available. Updating of bibliographies as new material becomes available is accomplished when the volume of new material reaches 25 percent of presently available material on a given topic.

How to Read the Abstract

Each abstract contains three sections—bibliographic data, descriptors, and a summary of the document. The bibliographic section provides the document's identifying number (ED and/or EC), publication date, author, title, source, and availability. The descriptors indicate the subjects with which a document deals. The summary provides a comprehensive overview of the document's contents and in some cases document availability is announced here.

How to Use the Indexes

Some bibliographies in Exceptional Children Bibliography Series contain author and/or subject indexes. In these bibliographies, readers seeking work on a specific aspect of the general topic may consult the subject index to be referred to specific abstract numbers. Abstracts dealing with several topics may be identified by finding the same abstract number under two or more subjects in the subject index.

How to Purchase Documents

Documents with an ED number and EDRS availability indicated may be purchased from the ERIC Document Reproduction Service (EDRS). For your convenience an order form is provided on the back cover of this bibliography.

Abstracts appearing in the bibliographies have also been published in Exceptional Child Education Abstracts, the quarterly abstract publication of the Council for Exceptional Children. Approximately 750 abstracts covering the broad range of exceptionality appear in each issue. (Subscription order form below.)
Sample Abstract Entry

Abstract number used in Indexes
EC 01 0769

Publication date
ED 025 864

Author(s)
Pub. Date Jun 68
Hendley, Gene, Ed.; Buck, Dorothy P., Ed.

Title
Cooperative Agreements between Special Education and Rehabilitation Services in the West. Selected Papers from a Conference on Cooperative Agreements (Las Vegas, Nevada, February, 1968).

Institution(s)
Western Interstate Commission For Higher Education, Boulder, Colorado
United Cerebral Palsy Research And Education Foundation, Inc., New York;
Rehabilitation Services Administration (DHEW), Washington, D.C.

Volume/Number
EDRS mf, hc
VRA 546766

EDRS mf, hc indicates document is available in microfiche and hard copy.*

Number of pages. Use this figure to compute cost of hard copy.

Contract or grant number

Descriptors—subject terms which characterize content
Exceptional child education; cooperative programs; vocational rehabilitation; vocational education; administration; mentally handicapped; state agencies; cooperative education; educational coordination; cooperative programs; state federal aid; administrative problems; communication problems; equalization aid; work study programs; handicapped; cost effectiveness

Number of pages

Summary
Five papers discuss cooperative work-study agreements between schools and vocational rehabilitation services in the Western states. Areas discussed include the advantages of cooperative agreements, the forms and disadvantages of third party agreements, basic concepts of the programs, and an outline form to use when applying for matching funds; the relationship of special education, rehabilitation and cooperative programs, and agreements; and California's past and present work-study programs for the mentally retarded. Also reviewed are research demonstrating the economic feasibility of vocational training for the educable mentally retarded in the public schools and communication problems in work-study programs. The conference summary considers the purposes, goals, essence of, and necessity for cooperative agreements. (M.J.)

Abstractor's initials

*NOTE: EDRS mf indicates microfiche reproduction only.
TERMS SEARCHED

Index terms used to retrieve information on Regular Class Placement/Special Classes from the Center’s computer file of abstracts are listed alphabetically below:

Itinerant Teachers
Regular Class Placement
Resource Teachers

JOURNALS USED

Abstracts of journal articles from the following periodicals appear in this bibliography:

American Journal of Mental Deficiency
Education and Training of the Mentally Retarded
Exceptional Children
Highlights
JOPHER
Journal of Learning Disabilities
Journal of Rehabilitation
Journal of Rehabilitation of the Deaf
Journal of Special Education
Mentally Retarded
Personnel and Guidance Journal
Psychology in the Schools
Rehabilitation Teacher
Slow Learning Child
Special Education
Teacher of the Deaf
TEACHING Exceptional Children
Training School Bulletin
Volta Review
The resource class program and glossary of medical terms are included. Supplementary services, the administration, ties are also described. The roles and trips, excursions, and leisure time activities of enrichment and corrective education programs (itinerant teacher program, teachers are presented. Other special teacher programs; medical vocabulary; multiply handicapped; program administration; resource teachers; special classes; special programs; special services; teaching guides; New York City.

Educational programs available to blind or partially blind children in New York City are described in this illustrated bulletin. Procedures for school placement, organization of special classes, and enrollment statistics are discussed. The resource class program and guidelines for both regular and resource teachers are presented. Other special programs (itinerant teacher program, multiply handicapped blind children, and special class organization) are discussed. Curriculum adaptations in the following areas are provided—language arts, speech, typing, mathematics, science, social studies, foreign languages, music, fine arts, industrial arts, home economics, and health education. Enrichment and corrective education programs, testing, extracurricular activities, trips, excursions, and leisure time activities are also described. The roles and responsibilities of the guidance and supplementary services, the administration, and the supervisory personnel are examined. Teaching guidelines and information on braille, instructional aids, and a glossary of medical terms are included. An appendix contains the answers to frequently asked questions, the eye report form (New York City), a bibliography of 50 items, and reference lists of agencies and sources of materials. This document was published by the Board of Education of the City of New York, 110 Livingston Street, Brooklyn, New York 11201, and is available for $2.00. (CG)

ABSTRACT 10335

EC 000 565       ED 019 763
Publ. Date Mar 67  Publ. Date 4/67
Plowman, Paul D.; Rice, Joseph P.
California State Dept. Of Educ., Sacramento
OEC-10-109
EDRS Price 1.75/18.76

Descriptors: exceptional child education; gifted; teaching methods; professional education; counseling; curriculum; enrichment programs; acceleration; special classes; in-service teacher education; curriculum development; audiovisual instruction; teacher workshops; elementary schools; junior high schools; program development; demonstration projects; special programs; advanced placement programs; identification; group counseling; consultants; counseling; instructional programs; material development; California; California Project Talent

California Project Talent was a 3 1/2-year project which demonstrated four types of programs for gifted children and youth. The enrichment demonstration analyzed the needs for in-service training of teachers, developed appropriate workshops and also invented, field tested, and disseminated special pupil units in (1) scientific discovery, methodology, and investigation through a study of graphic representation of statistical information using the Bloom Taxonomy, (2) creative expression through a study of the artistic form of characterization using Guilford’s Structure of Intellect Model, and (3) critical appreciation through a study of the fundamental forms of music using Bruner’s Process of Education. The acceleration demonstration involved individual placement procedures and accelerated pupils from grades 2 to 4 by using a special summer session and by employing extensive case studies, counseling, and tutoring. The counseling-instructional demonstration showed interrelated goals, processes, and contents of English, social sciences, guidance, and small group counseling designed to improve communication skills, encourage development of values and philosophy of life, and promote more effective learning in social sciences and in English in grades 7 to 9. The special class demonstration showed the unique value of the all day, full week special class setting in improving problem solving, the ability to apply facts and principles, and insight into the nature of learning. Overall, (1) four new programs were invented, adopted, demonstrated, and disseminated, (2) relates to consultant, teacher, and counselor roles were described, (3) products produced included a film series, filmstrip, and program guidelines, and (4) gifted child programs were promoted, enriched, and expanded. A reference list cites 62 items. Appendices provide project reports and case studies, list project developed films and guidelines, and present research related materials. (AA)

ABSTRACT 10676

EC 002 418       ED N.A.
Publ. Date 68     Publ. Date 6/87
Rubin, Eli Z. And Others
Emotionally Handicapped Children and the Elementary School.
EDRS not available

Wayne State University Press, Detroit, Michigan 48202 ($12.50).

Descriptors: exceptional child research; emotionally disturbed; behavior; grouping (instructional purposes); adjustment (to environment); emotional adjustment; social adjustment; behavior change; behavior problems; academic achievement; special classes; regular class placement; teaching methods; clinical diagnosis; family characteristics; case records; emotional maladjustment; statistical analysis; individualized instruction; research utilization

Eighty-three children, from kindergarten to second grade, showing evidences of chronic social, emotional, and academic maladjustment, were placed in a program consisting of a control group in regular class and an experimental group in one of two special classes with individualized instruction and therapeutic management. There was no significant difference between the experimental and control groups in classroom behavior, but the experimental group was significantly better in the following items on changes in classroom adjustment: mood, friendly approach, and daydreaming (p=.05); and impulse control, intensity of overt anger, popularity, and quarrelsome (p=.01). The experimental group showed significant improvement in attitude toward school (p=.05) and in perception of stress at school (p=.05). In contrast to other research, there was no significant difference between groups in performance on the Metropolitan Achievement Test. Results did not overwhelmingly confirm the hypothesis that special class programming is generally beneficial to emotionally handicapped children. The background to the study, the research design and methods, new hypotheses, and program changes are also described. (RP)

ABSTRACT 10700

EC 001 325       ED N.A.
Publ. Date Apr 67  Publ. Date 4/67
Darragh, Joan
EDRS not available

Exceptional Children; V33 N8 P523-7 Apr 1967

Descriptors: exceptional child education; administration; mentally handicapped; program evaluation; educable mentally handicapped; special classes; research needs; regular class placement; grouping (instructional purposes); placement; research reviews (publications); student evaluation

Since cited research indicates that place ment of the educable mentally retarded does not produce greater learning, improved social adjustment, or more constructive participation in society, the
The Effect of Special Class Placement on the Development of Mentally Retarded Children

Goldstein, Herbert

The Efficacy of Special Class Training on the Development of Mentally Retarded Children

Goldstein, Herbert

For Research on Exceptional Children

A comparison was made of the intellectual development, academic achievement, and social and personal adjustment of educable mentally retarded children enrolled in special classes and their peers in regular grades. About 125 children beginning first grade and having a mean IQ of 75 (Stanford-Binet scale) were divided randomly into an experimental group and a control group. A series of intellectual, academic, and personal adjustment measures was administered to all the children annually for 4 years. During this period an attrition of about three-fourths of the original sample took place. This, however, did not significantly affect the study results. There were not statistically significant differences in IQ gains between the special classes group and the regular grades group; several factors were found to be related to increases in IQ. The analysis of academic achievement indicated that the special class was beneficial to children whose IQ's are 80 and below, but that it was not necessarily an effective educational setting for significantly improving academic achievement of children, usually classified as borderline or slow learners, who have IQ's above 80. Findings on personal adjustment showed that special classes encouraged the retardates to display originality and flexibility in their thinking.

What the Researcher Says about Teaching the Educable Mentally Retarded in the Regular Classroom

Cassidy, Viola M.; Stanton, Jeannette E.

An Investigation of Factors Involved in the Educational Placement of Mentally Retarded Children

Ohio State University, Columbus, Bureau of Educational Research and Services

The Effect of Special Class Placement on the Self-Concept of the Educable Mentally Retarded Child

Buteifish, Bill; Mattson, Bruce

The main purpose of this study of the retardates to display originality and flexibility in their thinking. (SB)

The Effect of Special Class Placement on the Development of Mentally Retarded Children

Goldstein, Herbert

For Research on Exceptional Children

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The Effect of Special Class Placement on the Self-Concept of the Educable Mentally Retarded Child

Buteifish, Bill; Mattson, Bruce

The main purpose of this study of the retardates to display originality and flexibility in their thinking. (SB)
children, recognized as educable on the basis of IQ level, are being deprived of education entirely. The acceptance of special class programs for retarded children has been based on the assumption that such programs are able to achieve results different from those achievable in a regular class setting. The evidence of this study indicates that these differences do actually exist for the superior academic achievement noted for the regular class group is balanced by the superior social adjustment of the coefficient of 0.94 displayed the reliability in individual diagnosis when interrelated with the Fitchel Comprehension Test (FCT). Part 4, personality appraisal of EMH children, developed a system of analyzing picture-story procedures. It included a noninterpretive schema, a numerical summary, and the assignment of scores for personality. Part 5, on the Chicago Cooperative Research Practical Reading Test, was constructed to determine the reading progress of the EMH child. The reliability of the test was approximately 0.767. Intercorrelations suggested that achieving EMH children tended to achieve consistently. Part 6, a brief screening instrument for evaluating the academic skills and personal adjustment of EMH children, developed five tests and measuring devices. Construction, validation, and reliability were evaluated for the Word Recognition Test, the Chicago Adjustment Rating Scales, a behavior checklist for the personality evaluation of EMH children, sociometric questions, and interest maturity tests. (RIS)

ABSTRACT 11245
EC 003 139 ED 022 991
Publ. Date 61 680p.
Mullen, Frances A.; Inkin, William
Achievement and Adjustment of Educable Mentally Handicapped Children in Special Classes and in Regular Grades, Parts I-VI.
EDRS No.EE 6529 CRP-157 PT-1-6
Descriptors: exceptional child research; mentally handicapped; achievement; adjustment to environment; personality; behavior patterns; achievement tests; reading tests; screening tests; boards of education; cooperative programs; educable mentally handicapped; learning processes; measurement techniques; teaching methods; instructional materials; rating scales; measurement instruments; teacher evaluation; tests; performance: special classes

Learning abilities of educable mentally handicapped (EMH) children were studied over a 3-year period. The research resulted in the development of a 6-part report. Part 1, on achievement and adjustment, employed the matched-pair method with approximately 700 samples of EMH children. 7 to 13 years of age. Results revealed that children in special classes responded better and had better behavior and adjustment patterns than those in regular classes. Part 2, on teaching the EMH child, compared four methods of instruction. The experiment placed 50 EMH classroom teachers into five instruction groups. The results from testing the groups showed that the interests and units methods were not superior to the subject oriented approach. Part 3, on the Children's Test of General Information and General Comprehension for EMH Children, was designed to measure the progress of the children in general aptitude areas and formulated curricular objectives. Its consistency

ABSTRACT 11325
EC 001 199 ED 024 160
Publ. Date 66 178p.
Towne, Richard C.; Joiner, Lee M.
The Effect of Special Class Placement on the Self-Concept of Ability of the Educable Mentally Retarded Child.
Michigan State University, East Lansing, College Of Education (OHEW), Washington, D.C.
EDRS No. EJ-32-32-0410-6000
Descriptors: exceptional child research; mentally handicapped; achievement; attitudes; environmental influences; self concept; educable mentally handicapped; academic achievement; socioeconomic status; social influences; teacher influence; self evaluation; special classes; parent influence sex differences; student attitudes; rural urban differences; academic aspiration; student placement; ability

The effect of special class placement on the selfconcept of ability was studied in 62 educable mentally handicapped students (mean age 11.6). Six observations were made in a time design series using scales of self concept of ability and academic aspirations and expectations, tests of significant and academic significant others, and a class evaluation questionnaire. On self concept of ability, results manifested a quadratic trend in scores; little variation in trends of means between high and low socioeconomic status of male and female groups; and pronounced variation between older and younger, and rural and urban groups, and among groups constructed on the basis of high, medium, and low initial scores on the scale. A downward linear trend occurred in academic aspirations or expectations and no changes resulted in affective orientation to the special class, in the proportion of subjects choosing the special class, or in significant others named (except for teachers). Also noted were a high degree of correspondence between significant and academic significant others named by the subjects and by members of a regular class; an increase in the proportion of subjects naming teachers as significant others in the range from 0.5 to 0.7, and except for teachers, parents, and local adults who increased in proportion of mention (p less than .05), overall high agreement in academic significant others named. (JH)

ABSTRACT 11497
EC 004 059 ED 002 798
Publ. Date 59 253p.
Thurstone, Thelma Givvin
An Evaluation of Existing Mentally Handicapped Children in Special Classes and in Regular Classes.
North Carolina University, Chapel Hill, School Of Education Office Of Education (OHEW), Washington, D.C.
EDRS No available OEC-SAE-6452 RP-168
Descriptors: exceptional child research; mentally handicapped; administration; achievement; child development; educable mentally handicapped; physical development; mental development; social development; special classes; special classes; academic achievement; urban schools; rural schools; regular class placement; program evaluation; grouping (instructional purposes)

The progress of young mental retardates in regular classrooms was evaluated and compared with that of their peers in special classes. The basis of comparison included mental development, progress in regular school subjects, achievement toward educational goals, social adjustment inside and outside the classroom, and physical growth and coordination. These problems were studied in a large number of different school environments, including rural schools and large and small city school units. When the study was concluded and all data were analyzed, overall social and physical progress seemed to favor the special classes. However, the results showed that the subjects did better academic work in a regular classroom than those who were placed in a special class. (HJ)

ABSTRACT 11596
EC 004 092 ED N.A.
Publ. Date Apr 69 4p.
Schwartz, Robert U.
Mental Age as It Relates to School Achievement Among Educable Mentally Retarded Adolescents.
EDRS No available Education And Training Of The Mentally Retarded; V4 N2 P53-6 Apr 1969
Descriptors: exceptional child research; mentally handicapped; achievement; educable mentally handicapped; special classes; effective teaching; intelligence differences

The concept of homogeneous special education classes for the educable mentally retarded is questioned as an optional means of educating children from 50 to 80 in IQ scores. The results of this study indicate that teachers appear to be focusing their efforts on the less able members of the class. Consequently, the discrepancy between actual achievement and that expected in terms of mental age increases as the measured IQ score of the special class child approaches 80. (Author)
ABSTRACT 12085
EC 004 344
Publ. Date Jul 69
Zito, Robert J.; Barson, Jack L.
Achievement Motivation Among Negro Adolescents in Regular and Special Education Programs.
EDRS not available
American Journal Of Mental Deficiency: V74 N1 P20-6 Jul 1969
Descriptors: exceptional child research; mentally handicapped; motivation; educable mentally handicapped; Negro students; special classes; regular class placement; academic achievement; aspiration
One hundred fifty Negro adolescents (50 educable mentally retarded in special classes, 50 EMR in regular classes, and 50 subjects of normal intelligence) were compared for achievement motivation and objective goal setting behavior, using Thematic Apperception pictures, the Wide Range Achievement Test, and a task designed to measure aspiration reality and shift. Results seem to indicate that retarded Negro adolescents are more influenced by success than by failure, retarded Negro adolescents have achievement motivation comparable to normal subjects from the same socioeconomic background, special class experience makes EMR adolescents cautious in setting goals, and special class retarded anticipate failure to achieve goals while regular class retarded anticipate success and, in fact, show greater word recognition achievement. (Author)

ABSTRACT 20024
EC 002 209
Publ. Date Jan 60
Albright, A. D. And Others
Southern High School Programs for Advanced Standing and Accelerated College Progression.
Southern Association Of Colleges And Secondary Schools. Fulton County. Georgia
EDRS mf/he
Descriptors: exceptional child research; gifted; teaching methods; administration; high school students; special programs; enrichment; accelerated courses; acceleration; advanced programs; curriculum; instructional materials; special classes; special services; teacher responsibility; program evaluation; student evaluation; student placement; organization; school surveys
Approaches to educating able students of 45 high schools were presented. Most of the special programs fall into one of two categories: special classes organized in place of regular ones, and attempts to enrich or accelerate those classes already scheduled. The curriculum of most of the schools for these students included English, physical science, mathematics, general science, and foreign language. They used such unique arrangements as rapid grade advancement, separate curriculum tracks, and rapid subject matter progression. Special materials, library volumes, laboratory facilities and supplies as well as other aids were used. Teachers themselves were usually involved in some type of special preparation, guidance, counseling, and special guidance were usually included. Some of the problems encountered included scheduling, instruction, grading, student attitude, and parent attitude. However, the educators and the evaluation of the students' performance proved that the programs were indeed beneficial. (RJ)

ABSTRACT 20642
EC 001 814
Publ. Date Jan 68
Vaughn, Gwenyth R.
Hearing Impaired Students Benefit from Supportive Programs.
EDRS not available
Volta Review: V70 N1 P14-23 Jan 1968
Descriptors: exceptional child research; hearing impaired; regular class placement; communication skills; remedial instruction; adjustment to environment; vocational education; special programs; deaf; hard of hearing; resource teacher
Sixty-five hearing impaired and deaf students participated in a 3-year demonstration project providing supportive programs enabling them to attend educational institutions for the hearing. Divided into four groups according to degree of hearing loss and language deficiency, the participants received supportive programs in communication, education, orientation, and vocational training. Results indicated that the programs were effective. Concerns in planning the programs are described as are the programs themselves. (GD)

ABSTRACT 21198
EC 003 124
Publ. Date (66)
Edelmann, Anne M.
A Pilot Study in Exploring the Use of Mental Health Consultants to Teachers of Socially and Emotionally Maladjusted Pupils in Regular Classes.
Mental Health Association Of Southeast Pennsylvania, Philadelphia; Pennsylvania Mental Health Association Of Southeast Philadelphia, Pennsylvania; Philadelphia Public Schools, Pennsylvania; Samuel S. Fels Fund, Philadelphia, Pennsylvania
EDRS mf/he
Descriptors: exceptional child research; behavior change; change agents; changing attitudes; consultation programs; educational experiments; emotionally disturbed; mental health programs; pilot projects; questionnaires; regular class placement; socially maladjusted; teacher education; disadvantaged youth; Pennsylvania; Philadelphia Public School System
A pilot study exploring the use of mental health consultants to teachers of socially and emotionally maladjusted pupils in regular classes was conducted to help teachers cope with these children and facilitate successful learning experiences for them, enable teachers to be more effective with all children, understand effects of curriculum and teaching methods on children, and develop further methods for understanding and teaching both the advantaged and the disadvantaged. (KJ)

ABSTRACT 21205
EC 003 132
Publ. Date (68)
Walker, Hill M. And Others
Special Class Placement as a Treatment Alternative for Deviant Behavior in Children. Section One. Interim Report.
Oregon University, Eugene Office Of Education (DHAEW), Washington, D.C., Bureau Of Research
EDRS mf/he
EDRS not available
ABSTRACT 21198
ED 002 775
Volta Review: V70 N1 P14-23 Jan 1968
Edelmann, Anne M.
A Pilot Study in Exploring the Use of Mental Health Consultants to Teachers of Socially and Emotionally Maladjusted Pupils in Regular Classes.
Mental Health Association Of Southeast Pennsylvania, Philadelphia; Pennsylvania Mental Health Association Of Southeast Philadelphia, Pennsylvania; Philadelphia Public Schools, Pennsylvania; Samuel S. Fels Fund, Philadelphia, Pennsylvania
EDRS mf/he
Descriptors: exceptional child research; behavior change; change agents; changing attitudes; consultation programs; educational experiments; emotionally disturbed; mental health programs; pilot projects; questionnaires; regular class placement; socially maladjusted; teacher education; disadvantaged youth; Pennsylvania; Philadelphia Public School System
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ABSTRACT 21205
EC 003 132
Publ. Date (68)
Walker, Hill M. And Others
Special Class Placement as a Treatment Alternative for Deviant Behavior in Children. Section One. Interim Report.
Oregon University, Eugene Office Of Education (DHAEW), Washington, D.C., Bureau Of Research
EDRS mf/he
EDRS not available
ABSTRACT 21262
EC 003 136
Publ. Date 57
Carriker, William R.
A Comparison of Postschool Adjustments of Regular and Special Class Retarded Individuals Served in Lincoln and Omaha, Nebraska, Public Schools.
Nebraska State Department Of Education, Lincoln
EDRS not available
ABSTRACT 21262
EC 003 136
Publ. Date 57
Carriker, William R.
A Comparison of Postschool Adjustments of Regular and Special Class Retarded Individuals Served in Lincoln and Omaha, Nebraska, Public Schools.
Nebraska State Department Of Education, Lincoln
EDRS not available
ED 002 775
Volta Review: V70 N1 P14-23 Jan 1968
Edelmann, Anne M.
A Pilot Study in Exploring the Use of Mental Health Consultants to Teachers of Socially and Emotionally Maladjusted Pupils in Regular Classes.
Mental Health Association Of Southeast Pennsylvania, Philadelphia; Pennsylvania Mental Health Association Of Southeast Philadelphia, Pennsylvania; Philadelphia Public Schools, Pennsylvania; Samuel S. Fels Fund, Philadelphia, Pennsylvania
EDRS mf/he
Descriptors: exceptional child research; behavior change; change agents; changing attitudes; consultation programs; educational experiments; emotionally disturbed; mental health programs; pilot projects; questionnaires; regular class placement; socially maladjusted; teacher education; disadvantaged youth; Pennsylvania; Philadelphia Public School System
A pilot study exploring the use of mental health consultants to teachers of socially and emotionally maladjusted pupils in regular classes was conducted to help teachers cope with these children and facilitate successful learning experiences for them, enable teachers to be more effective with all children, understand effects of curriculum and teaching methods on children, and develop further methods for understanding and teaching both the advantaged and the disadvantaged. (KJ)
ABSTRACT 21274
EC 002 879 CRP-515
EC 002 893 OEC-SA E-6445
ED 002 933 CRP-146
Descriptive: exceptional child research; mentally handicapped; reading; environment; comparative analysis; employment potential; program evaluation; follow-up studies; regular class placement; occupational adjustment; personal adjustment; social adjustment
A comparison was made of the present status of mentally retarded individuals who had been taught in special classes with the status of mentally retarded individuals who had not been enrolled in special classes. Subjects were mentally handicapped children who had attended public schools, the one group in the special education program not less than 1 year, and the other in the regular school program. Parental, sociological, and employment data were gathered; and comparisons were made in terms of identification and description of communicative, occupational, and personal post-school adjustments. It appeared that the subjects from both groups had done exceptionally well in becoming acceptable citizens within the community. This conclusion tends to agree with most of the recent studies carried out in regard to the adjustment of mentally retarded individuals who have been in special classes or institutions. (GC)

ABSTRACT 21698
EC 004 167 ED N.A.
Pub Date May 69 5p.
Randle, William E.
A Junior High Program for Hearing Impaired Pupils.
EDRS not available
Volta Review; V71 N5 P279-83 May 1969
Descriptive: exceptional child education; aurally handicapped; regular class placement; special programs; individual instruction; lip reading; parent participation; teacher role; student participation
A junior high program designed to facilitate the hearing impaired child's adjustment to regular classes after special elementary level classes is surveyed. The 16 children participating are described; aspects of the program include clinical therapy, tutorial sessions including speech-reading; teacher and administration cooperation, a student teacher system, and parental involvement. (JH)

ABSTRACT 21824
EC 501 134 ED N.A.
Pub Date 69 9p.
CKostoplos, Florence; Renz, Paul
A Critical Examination of Special Education Programs.
EDRS not available
Journal Of Special Education; V3 N4 P371-9 Win 1969
Descriptive: exceptional child education; handicapped children; special programs; student placement; program evaluation; regular class placement; ability grouping; special classes
The position of special education classes segregated from the normal is discussed and past research reviewed. Areas of concern include competition versus cooperation in our educational philosophy; the social and academic consequences of segregating exceptional children; ability grouping, and the impractical aspects of special education courses for teaching knowledge of the outside world. Suggestions for revising special programs are frequent interaction with the normal world, efforts to adjust the social attitudes and behaviors of the normal and exceptional group to each other, and the avoidance wherever possible of educational segregation. (JM)

ABSTRACT 21869
EC 501 129 ED N.A.
Pub Date Mar 70 6p.
Presland, John
Who Should Go to E.S.N. Schools?
EDRS not available
Special Education; V59 N1 P116-8 Mar 1970
Descriptive: exceptional child education; mentally handicapped; student placement; special schools; educable mentally handicapped; special classes; regular class placement; Great Britain
Arguments for and against special school placement for the educable mentally retarded are presented with quotations from recent studies. The factors to consider regarding the decision of placement include intelligence level, special abilities and disabilities, medical factors, school attainments, general and vocational adjustment in school and to the community, home background, attitudes to special schooling, age, child's present school, and the possibility of alternate special provisions. (RD)

ABSTRACT 21992
EC 004 828 ED 036 005
Pub Date Jun 69 125p.
A Design for a Continuum of Special Education Services Including a Proposal for a Pilot Study.
Maryland State Department Of Education, Baltimore, Division Of Instruction EDRS mfc
Descriptive: exceptional child education; handicapped children; state programs; educational programs; program proposals; program planning; administration; pilot projects; evaluation techniques; regular class placement; records (forms); questionnaire; program costs; tests; cost effectiveness; family environment; teacher attitudes; special services; program evaluation; special classes; Maryland
As a means to integrate children with learning disabilities into the regular class structure of the school, a plan has been developed which would provide for specialized services in a flexible organizational pattern. A revised system of state reimbursement to the local school systems is designed to maintain children with mild handicaps in the regular classroom; techniques used for the implementation are given. The Continuum of Program Design provides seven programs which can be used according to the various needs of the teacher and the children. The design of the pilot study is given and descriptions of the specific tests, instruments, and diagnostic tools to be used are outlined. Appendices contain definitions of terms used, the parent and community education programs, data collection procedures and forms for children, teacher interviews and a survey, parent and home surveys, guidelines for informal interviews, schedule for phasing-in the pilot study; cost comparisons between the present program of services and the Continuum, cost formula, a framework for a cost-effectiveness analysis of the pilot study, overall administration table, recommended research instruments, and a bibliography. (WW)

ABSTRACT 22126
EC 501 246 ED N.A.
Pub Date May 70 36p.
Cegelka, Walter J.; Tyler, James L.
The Efficacy of Special Class Placement for the Mentally Retarded in Proper Perspective.
EDRS not available
Regular Class Placement/Special Classes
Training School Bulletin; V67 N1 1933
68 May 1970

Descriptors: exceptional child research; student placement; research reviews (publications); mentally handicapped; special classes; regular class placement; educable mentally handicapped

Whether educable mentally retarded children should receive their basic education in regular classroom settings or in special classes designed to meet their needs has been a long contested argument in education. The article accordingly reviews related studies, issues, and considerations concerning the most efficacious placement of educable mentally retarded children. Suggestions for additional study of the problem are also included. (Author)

ABSTRACT 22182
EC 004 280 ED 037 834
Publ. Date Jul 69 171p.
Siegel, Ernest

Special Education in the Regular Classroom. John Day Books in Special Education.
EDRS not available

Descriptors: exceptional child education; handicapped children; teaching methods; behavior; regular class placement; learning disabilities; class management; teacher role; teacher education; administrator role; student problems; self-concept; minimally brain injured; slow learners; emotionally disturbed; community programs; mentally handicapped

Designed for regular classroom teachers, the book concerns the minimally handicapped child. Concepts discussed are an introduction to special education and the problems of the mildly handicapped child who is mentally retarded, brain injured, or emotionally disturbed, and techniques to aid the teacher with student problems of self-concept, anxiety, attention, organizing, copying written material, coordination, abstract thinking, behavioral problems, and social immaturity. Also included are some additional aspects of the teacher's role such as assisting in identification, gathering information, using supportive services, participating in training programs, lesson planning, and consulting with parents. The role of the school administrator in supporting the teacher, the child, and the program itself and in working with the community is also presented along with the obligations of teacher-training institutions in teacher preparation and cooperation with the community. References follow each chapter. (LS/EM)

ABSTRACT 22242
EC 005 314 ED N.A.
Publ. Date Nov 69 12p.
Haskell, Simon H.; Anderson, Elizabeth M.

Physically Handicapped Children: Special or Normal Schooling?

EDRS not available
Slow Learning Child; V16 N3 P150-61
Nov 1960.

Descriptors: exceptional child education; physically handicapped; special schools; special classes; regular class placement; residential schools; research reviews (publications); Britain; Sweden

Research concerning educational placement of the physically handicapped and other groups of handicapped children is reviewed. Advantages and disadvantages of regular class placement, special classes, special schools, and residential schools are explored. Educational practices in Britain and Sweden are noted. (NS)

ABSTRACT 22243
EC 005 325 ED N.A.
Publ. Date 70 5p.
Muehberger, Carl E.

Factors Related to the Acceptance of Special Classes Within the Public Schools.
EDRS not available
Mentally Retarded; V6 N2 P104-8
Win 1970

Descriptors: exceptional child education; special classes; educable mentally handicapped

Procedures used by the author to develop rapport between the special class for the educable mentally handicapped and the school are presented in the following four areas: integration of special class children wherever possible, tactful orientation of the faculty and administration, special activities within the school, and instillation of proper attitudes in the children (NS)

ABSTRACT 22267
EC 000 102 ED N.A.
Publ. Date 65 13p.
Goldberg, Miriam L. And Others

National Society For The Prevention Of Blindness, Inc. 16 East 40th Street, New York, New York 10016 ($0.25).


Descriptors: Exceptional child education; visually handicapped; educational needs; partially sighted; visual environment; classroom arrangement; instructional materials; educational equipment; individual needs; regular class placement; identification; teaching guides

Suggestions are made for helping the partially sighted child in the regular classroom. Checklists and recommendations are provided for behavior patterns, using the health record, visual environment, and seating arrangement. Consideration of the use of materials and equipment covers reading, writing, tape and large type typewriters, low vision aids, maps and globes, pencils, pens, paper, teaching methods, assignments, eye health and safety, and psychological and achievement tests. Also outlined are the following topics: considering the individual child, eyes and their use, and guidance and counseling. Four references, two films, nine publications, and nine myths and facts about vision are listed. (ED)

ABSTRACT 22844
EC 003 290 ED N.A.
Publ. Date 62 15p.
Mour, Pauline M.

A Blind Child, Too, Can Go To Nursery School.
EDRS not available
American Foundation For The Blind, 15 West 16th Street, New York, New York 10011 ($0.25).

Descriptors: exceptional child education; visually handicapped; preschool children; educational methods; program planning; nursery schools; adjustment (to environment); instructional materials; readiness (mental); regular class placement; individual programs

The report discusses preschool blind children who have attended nursery schools with sighted children. Benefits were that the blind children gained independence, school learning carried over to the home, attitudes about self were generally good, and there were no detrimental effects on the other children who gained a sense of responsibility and desire to be helpful. Topics of concern are admission, questions of the nursery teacher, interpretation of the child's needs, introducing the blind child to school, participation in activities, performance, preparing the other children for the blind child, techniques used by teachers, standards of readiness, and an evaluation. (LE)

ABSTRACT 22850
EC 004 734 ED N.A.
Publ. Date 66 254p.
Goldberg, Miriam L. And Others

The Effects of Ability Grouping.
EDRS not available
Teachers College Press, Teachers College, Columbia University, New York, New York 10027.

Descriptors: ability grouping; student grouping; homogeneous grouping; academic achievement; self concept; teacher rating; student evaluation; grouping (instructional purposes); regular class placement; student placement; educational research

To examine the positive and/or negative effects of ability grouping, 2219 children from 45 elementary schools in the greater New York area were arranged in 15 various grouping patterns and studied from the beginning of the fifth grade to the end of the sixth grade. Data relating to academic achievement, self attitudes, school interest and attitude to school, peer ratings, and teacher ratings were compiled and analyzed. Results showed that ability grouping per se has neither positive nor negative effects on a child's overall development. Although it was found that ability grouping is not inherently good or bad, it was stressed that the manner and focus of various groupings can be designed to produce both

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effects. A selected bibliography is included, and extensive appendices provide the statistical data resulting from the study. (RD)

ABSTRACT 22939
EC 005 607  ED N.A.
Publ. Date 70  6p.
Cormany, Robert B.
Returning Special Education Students to Regular Classes.
EDRS not available
Personnel And Guidance Journal; V48 N8 P641-6 Apr 1970
Descriptors: exceptional child research; mentally handicapped; educable mentally handicapped; regular class placement; special classes; academic achievement; orientation
Fifteen educable mentally handicapped special class students were returned to regular classes strictly on the basis of IQ scores. Fifteen others were selected for regular class placement from a group of 25 teacher recommended students who had participated in an orientation and screening program involving the special class teachers, a reading specialist, and a counselor. Followup indicated that the experimental had higher grade point averages and lower failure and retention rates. (RD)

ABSTRACT 23122
EC 501 276  ED N.A.
Publ. Date 70  7p.
Grosenick, Judith K.
Assessing the Reintegration of Exceptional Children into Regular Classes.
EDRS not available
Teaching Exceptional Children; V2 N3 P113-9 Spr 1970
Descriptors: exceptional child research; emotionally disturbed; regular class placement; behavior patterns; behavioral objectives; student evaluation; evaluation techniques
In a study of the reintegration of exceptional children into regular classes, the stages involved were determined whether children were ready for reintegration, preparing them for the change, assessing the initial effect of the change, and following up observation. Measurement techniques involved using behavioral observation for diagnosis, recording daily progress, and creating cumulative records. A study was run of behaviors (handraising, leaving seats, talking out, and teacher requests) before and after integration with the conclusion drawn that special students were successfully integrated, and their placement did not significantly affect the regular class students. Due to the brevity of the study, little significant information was gained from the sociometric measures of class play, incentive orientation, and loss of control. (JM)

ABSTRACT 23124
EC 501 278  ED N.A.
Publ. Date 70  5p.
McGee, Donald I.
The Benefits of Educating Deaf Children with Hearing Children.
EDRS not available
Teaching Exceptional Children; V2 N3 P133-7 Spr 1970
Descriptors: exceptional child education; audially handicapped; regular class placement; educational needs; educational methods.
Information is presented to the teacher of a regular class who has an audially handicapped student in the classroom. Discussed are the regular class as the only available placement, as exploratory placement, and as the best educational setting. Special problems of the deaf or hearing impaired are described, and suggestions are made for assisting the teacher in meeting the child's needs. (JM)

ABSTRACT 23161
EC 006 026  ED 039 383
Publ. Date Apr 70  34p.
EDRS not available
Descriptors: exceptional child education; educational policy; student placement; regular class placement; classification; educational diagnosis; special education; handicapped children; special classes; Council for Exceptional Children; Bureau of Education for the Handicapped
Examined are policies and practices in the field of special education, and the extent to which they are educationally based and relevant to learning and behavior problems. The focus is on the mildly handicapped child (educable mentally handicapped, emotionally disturbed, behaviorally disordered, educationally handicapped, learning disabled, brain-injured). It is argued that traditional services as represented by self contained special classes should be discontinued immediately for all but those severely impaired. Professionals' statements of dissatisfaction with the status quo are presented. The structure and operation of the Council for Exceptional Children and the Bureau for Education of the Handicapped are discussed. A new approach for defining exceptionality is given. (KW)

ABSTRACT 32005
EC 005 974  ED N.A.
Publ. Date 57  99p.
?Edou, Anthony J.
Helping the Visually Handicapped Child in a Regular Class.
Columbia University, New York, Teachers College
EDRS not available
Teachers College Press, Columbia University, 1234 Amsterdam Avenue, New York, New York 10027 ($1.75).
Descriptors: exceptional child education; visually handicapped; regular class placement; student adjustment; partially sighted; blind; curriculum; instructional materials; educational equipment; teaching methods
Practical information concerning regular class placement of partially sighted and blind children is presented. Eye conditions and resulting limitations are listed, and use of optical aids for residual vision are discussed. Separate sections are included on the partially sighted child and the blind child in regular classes treating the following aspects: understanding the child, roles of school personnel, the classroom setting, general provisions for the child, curricular adaptations. Appendices include a glossary of eye terms and equipment and materials for partially sighted and blind children in the regular class. (MS)

ABSTRACT 32077
EC 03 0377  ED N.A.
Publ. Date Sep 70  6p.
Jansen, Mogens And Others
Is Special Education Necessary?--Can This Program Possibly Be Reduced?--
EDRS not available
Journal Of Learning Disabilities; V3 N9 P434-9 Sep 1970
Descriptors: exceptional child education; comparative education; educational trends; regular class placement; visually handicapped; remedial instruction; Denmark
In Denmark special education has become a well established institution, and in recent years the program has developed to the extent that about 15% of all Danish school children at some time or other during their course of schooling...
will have received some form of remedi-
al instruction. The introduction of dif-
f erent preventive measures is described as
having in no way reduced the appar-
t ency of these children. The need for instruc-
tion of this nature. In view of the fact that
special education is often tantamount to
a segregation of the pupils concerned from
the rest of their class, the conflict with
the general philosophy which tends to
let the largest possible number of the
pupils in a class stay together throughout
the entire compulsory education
period is examined. Views are presented
on the question of whether it will be
possible to reduce the need for special
education by means of an overall expan-
sion of the general educational facilities,
to a sufficient extent so as to also take
care of the educational needs of the
pupils in question. (Author)

ABSTRACT 30394
EC 03 0394    ED N.A.
Pub. Date Oct 70
McKenzie, Hugh S. And Others
Training Consulting Teachers to Ass-
ist Elementary Teachers in the Man-
agement and Education of Handi-
capped Children.
EDRS not available
Exceptional Children; V37 N2 P137-43
Oct 1970

Descriptors: teacher education; itinerant
teachers; behavior change; handicapped
children; special education; teaching
methods; consulting teachers

A graduate program designed to train
consulting teachers is discussed. Stu-
dents were instructed in behavior modi-
fication techniques and in means of
assisting regular classroom teachers with
the social and academic behaviors of
handicapped children. Three case stud-
ies illustrating the types of projects
conducted by students are presented. (Author)

ABSTRACT 30682
EC 03 0682    ED N.A.
Pub. Date 64    138p.
Brown, M. O.; J.; Otto, Henry J., Ed.
The Education of the Exceptional
Child in Casis School.
Casis Elementary School, Austin, Texas
Texas University, Austin
EDRS not available
University Of Texas Press, Box 819,
University Station, Austin, Texas 78712 ($2.00).

Descriptors: exceptional child educa-
tion; regular class placement; speech
therapy; physical therapy; physically
handicapped; neurologically handi-
capped; visually handicapped; partially
sighted; aurally handicapped; hard of
hearing; program descriptions; case
studies (education); elementary schools;
special classes; hearing therapy; Casis
Elementary School

The educational program of Casis Ele-
mentary School (Austin, Texas), which
provides for handicapped and normal
children in the same school setting, is
discussed. Criteria for admission and
placement are noted. Special services
described include programs for the
orthopodically handicapped, the neurolog-
ically involved, the hard of hearing, and
the partially sighted. Programs of speech
therapy and physical therapy are ex-
plained. Case studies of 13 children
illustrate the school program. Also dis-
cussed are the principal's role and a
summation of practices and policies. (MS)

ABSTRACT 30918
EC 03 0918    ED N.A.
Pub. Date Dec 70
Zeidler, Emma Y.
Educating Programming for Pupils
with Neurologically Based Language
Disorders.
EDRS not available
Journal Of Learning Disabilities; V3
N12 P618-28 Dec 1970

Descriptors: exceptional child research;
learning disabilities; program planning;
language handicapped; neurological de-
fects; regular class placement; drug ther-
apy; educational planning

Fifty matched pairs of otherwise nor-
mal, underachieving pupils with neuro-
logically based language-learning disor-
ders were divided into experimental and
control groups. Experimental subjects
remained in regular classes in school and
received individualized teaching outside of
school hours from specially trained clinicians. Control subjects
were enrolled in special education classes and
did not receive clinical teaching after
school. Half of the experimental and
half of the control subjects had anticon-
vulsive medication prescribed by their
physicians. The groups were pre- and
post-tested for changes in academic
achievement and mental functioning.
Experimental groups made significantly
greater gains in both variables than did
the control groups. Medicated groups
did not make greater gains when com-
pared with unmedicated groups. Imple-
Nations are that schools should refrain
from referring such children to special
education classes, and that they should
leave them in regular classes and prov-
ide them with individualized supple-
menitary teaching outside of regular
school hours. (Author)

ABSTRACT 31022
EC 03 1022    ED 046 147
Pub. Date 70    38p.
Boninger, Walter B., Ed.
Proceedings of the Special Demon-
stration Workshop for Integrating
Blind Children with Sighted Children
into Ongoing Physical Education and
Recreation Programs (Cleveland,
Ohio, October 9-10, 1969).
Cleveland Society For The Blind, Ohio
American Association Of Health, Physi-
cal Education, And Recreation, Wash-
ington, D. C.;
American Foundation For The Blind,
New York, New York
EDRS MF 42C

Descriptors: exceptional child services;
visually handicapped; workshops; recre-
ational programs; regular class place-
ment; blind; physical education

A special education workshop (Cleve-
land, Ohio, October 9-10, 1969) for
integrating blind children with sighted
children into ongoing physical education
and recreation programs is described. Physical
education and blind children from
the viewpoint of ophthalmology, social
and psychological aspects of
blindness as they relate to participation
in physical activities, mobility and orien-
tation in relation to physical educa-
tion, highlights of Dr. William Free-
berg's banquet presentation, and a sum-
mation of the workshop's activities giv-
en by Robert Holland are included. The
question and answer periods at the end
of each presentation are also recorded,
as well as an evaluation form used at the
end of the conference. (CD)

ABSTRACT 31137
EC 03 1137    ED N.A.
Pub. Date Jan 71    5p.
Salem, James M.
Partial Integration at the High School
Level.
EDRS not available
Volta Review, V73 N42-6 Jan 1971

Descriptors: exceptional child educa-
tion; aurally handicapped; regular class
placement; personal adjustment; second-
cy school students; residential pro-
grams

Described is a program designed to
facilitate the adjustment of students of
Western Pennsylvania School for the
Deaf to the hearing world upon gradu-
tion. The program partially integrated
senior students with hearing students in
a nearby regular high school, allowing
the deaf students to mingle with the
hearing students at lunch, in afternoon
classes, and in extracurricular activities.
Tables indicate the classes selected, the
grades received, and where the deaf
students went after graduation. (KW)

ABSTRACT 31149
EC 03 1149    ED N.A.
Pub. Date 61    91p.
Stanton, Jeanette E.; Cassidy, Viola M.
A Study of Differences Between
Children in Residential School Class-
es and Special and Regular Classes in
Ohio.
Ohio State University, Columbus, Col-
lege Of Education
Ohio State Department Of Mental Hy-
giene And Correction, Colu.
EDRS not available
Ohio State University, Faculty For Ex-
ceptional Children, College Of Educa-
tion, 371 Airs Hall, 1945 North High
Street, Columbus, Ohio 43210.

Descriptors: exceptional child research;
mentally handicapped; educable mentally
handicapped; regular class placement;
residential schools; residential pro-
grams; state surveys; statistical data;
environmental influences; Ohio

A study of differences between children
in residential school classes and special
and regular classes in Ohio is presented
as part of an investigation of factors
involved in the educational placement
of educable mentally handicapped child-

Exceptional Child Bibliography Series
The study to determine ways in which special classes; regular class placement; state standards; California
The study to determine ways in which the educational programs for the deaf and hard of hearing in California's public schools might be strengthened and improved was undertaken by the State Department of Education assisted by statewide committees of teachers and administrators involved in programs for the deaf. The final report, consisting of recommended guidelines for statewide planning for the education of the deaf and severely hard of hearing, covers eight aspects of the educational program: special educational provisions, minimum essentials for preschool and elementary programs, minimum essentials for high school programs, assignment of pupils to regular classes, programs of evaluation, industrial arts and vocational-technical courses, programs for pupils with additional handicaps, and policies and procedures for admission, transfer, and dismissal. (KW)

ABSTRACT 31355
EC 03 1355 ED N.A. Publ. Date Jan 71 4p. Nelson, Calvin C.; Schmidt, Leo J. Forum: The Question of the Effectiveness of Special Classes. EDLS not available Exceptions Children; V37 N5 P381-4 Jan 1971

ABSTRACT 31665

Descriptors: exceptional child education; behavior change; student placement; administrative role; learning laboratories; regular class placement; program descriptions; interviews; Madison Plan; Hewett (Frank)

Taken from a telephone survey of 57 researchers by the CEC Information Center, this article covers an interview with Dr. Frank Hewett concerning the Madison Plan. Dr. Hewett describes the plan as essentially an effort to create an administrative and instructional framework within which it might be possible to combine several disability groups into a single program, providing them with supportive help through behavioral modification, to prepare them for the regular classroom. Interview questions probe such areas as organization, staffing, and facilities, effectiveness, personnel training, and guidelines for implementation. (CD)

ABSTRACT 31886
EC 03 1886 ED N.A. Publ. Date 71 3p. Mullins, June B. Integrated Classrooms. EDRS not available Journal of Rehabilitation; V37 N2 P14-6 Mar-Apr 1971

Descriptors: exceptional child education; physically handicapped; regular class placement
The article identifies some critical problems in the area of education of physically handicapped children and suggests some remedies. Examples are cited which illustrate problems caused by unnecessary segregation of the physically handicapped in special classes and schools. Difficulties caused by the wide range of age, intelligence, and types of behaviors and disabilities in such classes are pointed out. The paper argues that the kinds of problems discussed would diminish if physically handicapped children were placed in regular classes according to their developmental and educational needs rather than in special classes or the basis of medical diagnosis. How to meet their physical and medical needs in a regular classroom is briefly discussed. (KW)
emphasis on intelligence testing as a primary criterion), discriminatory placement of minority groups, parent rights, and ability grouping or tracking. The author also summarizes the implications of the cited cases in terms of testing, placement procedures, individual rights, and the trend of special education itself. (RD)

ABSTRACT 31920
EC 03 1920 ED 047 485
Publ. Date Aug 70
50p. Garrison, Mortimer; Hammill, Donald

Descriptors: exceptional child research; educable mentally handicapped; student placement; admission criteria; regular class placement; special classes; elementary school students; identification; grouping (instructinal purposes)

To compare the performance of children in classes for the educable mentally handicapped (EMH) with their peers (age mates) in regular classes on relevant dimensions, to investigate the validity of class placements using multiple criteria, and to determine the relationship between class placement and demographic variables, 378 children in EMH classes and 319 in regular classes (aged 11 years) were compared. The Slosson Intelligence Test for Children and Adults, an adaptation of the Temple Informal Reading Inventory, and the Auditory Reception and Verbal Expression subtests from the 1968 Illinois Test of Psycholinguistic Abilities were given. The distributions were converted into T-scores and the children scoring above and below a T-score of 45 (equivalent in the research data to an IQ of 75) on each of the variables were identified. Applying Jastak's concept of multiple criteria led to the authors' suggestion that the diagnosis in 25% of the children in EMH classes may be erroneous in that they scored above the cutting point on at least four of the five criteria. Only 31% of those in the EMH classes failed either four or five of the five criteria. The authors note that the findings support efforts to maintain most children found in EMR classes in the regular classroom through the use of tutoring and resource rooms. (Author/RD)

ABSTRACT 31991
EC 03 1991 ED 048 715
Publ. Date Aug 69
60p. Levine, Helen G.
A Program of Personal Adjustment for Visually Handicapped Pupils. Cincinnati Public Schools, Ohio, Division of Special Education Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. EDRS mf,hc

Descriptors: exceptional child research; visually handicapped; personal adjustment; program proposals; administration; curriculum development; after school programs; summer programs; personnel needs; teacher qualifications; visually handicapped mobility; visually handicapped orientation; regular class placement; Ohio

A proposal for a personal adjustment program for visually handicapped students is described to contain three primary components: the ongoing curriculum which encourages techniques of modification and application of the presently existing regular curriculum to the needs of the blind; the extended school program which provides out-of-school services as an additional, compensatory aid to the handicapped children; and a summer session to be offered throughout the high school years. Personnel needs are suggested to include braille teachers, mobility instructors, the classroom teacher of a specialized subject who will integrate the visually handicapped into the regular classroom, and personal adjustment teachers. Suggestions of teacher roles and qualifications, and the development of summer teaching training institutes are noted. The financial implications of the three primary components of the program are discussed. General recommendations for program policy and further study are enumerated. (RD)

ABSTRACT 32014
EC 03 2014 ED N.A. Publ. Date Apr 71
6p. Miller, Oral O. and Others Programs for the Handicapped. EDRS not available JOPER; V42 N4 FS9-64 Apr 1971

Descriptors: exceptional child education; visually handicapped; physical education; recreation; physical activities; games; regular class placement

Four articles deal with physical education or recreational activities for the visually handicapped. Oral O. Miller explains bowling for the blind; mentioning in particular the activities of the American Blind Bowling Association. The integration of visually handicapped children into a public elementary school physical education program is discussed by Gladys Johansen. Activities used to attain the listed objectives of such an integrated program are described (body conditioning exercises, rope jumping, physical fitness tests, games and relays, tumbling, pole climbing, balance beams, stunts, self-testing activities, and ice skating). In the third article, Charles Buell suggests some adaptations which have proved effective in enabling blind students to participate in physical education activities with the rest of their sighted class. Suggestions pertain to ball games, track and field and physical fitness tests, tag games, races, and other activities. The final article, by Lester Strom, points out fun, exercise, and perceptual training benefits blind children can obtain from kicking tin cans, and outlines a game which can be played with them. (KW)

ABSTRACT 32157
EC 03 2157 ED N.A. Publ. Date 71
4p. Saunders, Bruce T. The Effect of the Emotionally Disturbed Child in the Public School Classroom.

EDRS not available Psychology in the Schools; V8 N1 P23-6 1971

Descriptors: exceptional child research; emotionally disturbed; behavior; regular class placement; behavior change; group dynamics; group behavior

The study investigated whether behavioral contagion would occur when an emotionally disturbed child is placed in a regular classroom. Three types of seating arrangements (Treatments 1, 2, and 3) were planned for nine different social studies classes, each treatment employed in a separate class in each of grades 4, 5, and 6. In Treatment 1, the emotionally disturbed student (as determined by the Lambert and Bower Behavior Rating of Pupils) was surrounded by eight socially accepted students (as determined by the Modified Ohio Social Acceptance Scale). In Treatment 2, the emotionally disturbed student was surrounded by 8 socially rejected students, and in Treatment 3, both socially accepted and rejected students were seated around him. After 3 months, teachers again administered the Behavior Rating of Pupils. Results showed no significant differences between or among treatments and no modification of the behavior of any of the groups of children (socially accepted, rejected, or accepted-rejected) at any grade level. Thus behavioral contagion was not observed. (KW)

ABSTRACT 32222
EC 03 2222 ED 350 508 Publ. Date 69
37p. Hayball, H. L.; Dilling, H. J. Study of Students from Special Classes Who Have Been Returned to Regular Classes. Scarborough Board of Education, Ontario, Canada EDRS mf,hc

Descriptors: exceptional child research; learning disabilities; regular class placement; social adjustment; student evaluation; questionnaires; interpersonal competence

The purpose of the study was to assess the impact of regular class placement on learning problem students. Consideration was given to academic achievement, personal and social adjustment, peer relationships, and students' perceptions of the class. Fifteen even learning problem students were selected from four types of learning disabilities classes: opportunity (educable, slow learner), perceptual, behavioral (including multiply handicapped), and special reading.
Questionnaires distributed to the class teacher and interviews with the children were used to collect data. According to the teachers' evaluations, all groups but the opportunity class group achieved according to expectation. Overall personal and social adjustment, as perceived by the children, was considered similar for all groups. The special students were shown to give favorable responses to questions related to their feelings about the regular class. It was revealed by comparison that the opportunity class students were the most positive of the groups. Samples of the teacher questionnaire and student interview questions are included in the appendix. (ED)

ABSTRACT 32224
EC 03 2504 ED 050 510 Publ. Date 71
Goodman, H. and Others
Social Acceptance of EMRs Integrated into a Nongraded Elementary School. Volume I, Number 20. Research Institute for Educational Problems, Cambridge, Massachusetts
EDRS mf.hc
Descriptors: exceptional child research; educable mentally handicapped; peer relations; regular class placement; discriminatory attitudes (social); mentally handicapped; nongraded primary system; special classes; elementary school students; social attitudes
Twenty intermediate and 16 primary grade children were administered sociometric questionnaires to determine the social acceptance of three groups of children: normal children, educable mentally handicapped who were integrated into the academic routine of a nongraded school, and educables who remained segregated in a self-contained class. Results were felt to show that both integrated and segregated educable mentally handicapped were rejected significantly more often than normal children, that younger children are more accepting of others than older children, that boys express more overt rejection than girls, and that integrated educables are rejected more than segregated ones by boys but not by girls. The conclusion was advanced that regardless of intellectual level, the labeling of certain children as retarded may affect the expectations that normal children maintain for them; and that the same behaviors that lead to rejection when exhibited by normals may not result in social rejection when exhibited by children classified as mentally handicapped. (Author/CD)

ABSTRACT 32330
EC 03 2330 ED N.A. Publ. Date Jun 71
The Radio Talking Book Network. State Services for the Blind and Visually Handicapped, St. Paul, Minnesota
EDRS not available
Rehabilitation Teacher; V3 N6 P23-30 Jun 1971
Descriptors: visually handicapped; radio; mass media; audio equipment; talking books; state programs; Minnesota
Described is a program in which the Minnesota State Services for the Blind uses the second sub-carrier of a FM station main channel to broadcast reading material to blind persons. Types of programs broadcast on the Radio Talking Book Network are summarized, including discussions, interviews, and the reading of newspapers, magazines, best sellers, and other up-to-date material. The objective is to present to visually handicapped persons the full depth of materials available to people who read visually. Procedures for loaning records to visually handicapped persons, copyright concerns, costs, and operation of equipment are summarized. (KW)

ABSTRACT 32504
EC 03 2504 ED N.A. Publ. Date Jun 71
Sampson, Olive
Children in a World Apart. EDRS not available
Special Education; V60 N2 P6-9 Jun 1971
Descriptors: remedial instruction; surveys; regular class placement; exceptional child research; remedial teachers; nongraded classes; Great Britain
A survey of administrators and remedial teachers in comprehensive schools in England was conducted to determine the extent of integration of remedial pupils and staff into the system. Administrative organization and remedial teacher reaction to it, concessions to segregation, modifications for integration (such as group work, social integration, and setting), and teacher integration are brought out in the article. The author feels that the survey records what a cross section of the remedial teacher profession think concerning regular class placement. (CD)

ABSTRACT 32553
EC 03 2553 ED N.A. Publ. Date May 71
Fisher, Brian
Hearing Impaired Children in Ordinary Schools. EDRS not available
Teacher of the Deaf; V69 N407 P161-74 May 1971
Descriptors: exceptional child research; aurally handicapped; hard of hearing; regular class placement; research reviews (publications); identification; incidence
Broad types of procedures used to identify children with hearing losses are described, and data from studies on the incidence of different types of hearing impairment among students in regular schools is summarized. It is pointed out that criteria for the identification of hearing loss in the ordinary school population are not well defined. Literature is reviewed which deals in particular with the substantial though in part unrecognized number of children in regular schools who have mild or moderate hearing losses but who are unable to receive special understanding or treatment. More research into the incidence, nature, and educational implications of moderate hearing loss is urged. Based on evidence cited in the literature review, it is concluded that the best hope for the majorit

ABSTRACT 32707
EC 03 2707 ED N.A. Publ. Date Sum 71
Lilly, M. Stephen
Forum: A Training Based Model For Special Education. EDRS not available
Exceptional Children; V37 N10 P745-9 Sum 1971
Descriptors: exceptional child education; handicapped children; instructional methods; regular class placement; special education teachers; models; administrative change
Presented is an overview of a training based model for special education services whose goal is to equip regular classroom teachers with skills enabling them to cope with problem situations. The model is set forth as an alternative to the special services model presently utilized by special education, i.e., special classes for exceptional children. Proposed in reference to children with relatively mild behavioral, emotional, or learning problems, the proposed alternative changes the emphasis from exceptional children to exceptional situations in the school. Outlined are some criteria to be met in the areas of creation of a zero reject model, the supportive role of special educators, and self sufficient regular teachers. Touched upon are implications for direct service functions for administrative functions, for teacher education, and for legislation. It is recommended that special education, rather than being child centered, become teacher centered with the upgrading of the skills of all teachers a goal. (KW)

**ABSTRACT 32710**

EC 03 2710  ED N.A.  
Publ. Date Sum 71  2p.  
Barnsley, Elaine  
Clearguinghouse: A Study of Educators' Preferences in Special Education Programs.  
EDRS not available  
Exceptional Children; V37 N10 P174-5  
Sum 1971  
Descriptors: exceptional child education; handicapped children; special classes; regular class placement; teacher attitudes; administrator attitudes; surveys  
Fifty teachers, administrators, and school psychologists in daily educational contact with exceptional children were interviewed to determine opinions on special class versus regular class placement for mildly exceptional children. Twenty-seven favored retaining the present program, special classes, and 23 advocated placement in the regular classroom, citing special provisions which should be made to integrate the exceptional child. Classroom teachers more often favored retention of special classes, while the non-teaching educator interviewed tended to prefer regular class placement of the mildly exceptional. (KW)

**ABSTRACT 32820**

EC 03 2820  ED N.A.  
Publ. Date Apr 71  12p.  
Carruth, Kathryn J. and Others  
Possible Effects of Integration of the Deaf Within a Typical Vocational School Setting.  
EDRS not available  
Journal of Rehabilitation of the Deaf; V4 N4 P30-41 Apr 1971  
Descriptors: exceptional child research; aurally handicapped; regular class placement; peer relationship; deaf; peer acceptance; vocational schools; employment potential  
The purpose of the study was to examine both the hearing and deaf person's views of class integration in regard to the deaf person's job potentialities and the degree of social relationship. Three classes that had both deaf and hearing students were tested. Hearing students in the experimental group were noted to have checked more occupations listed in the test than the hearing in the control group. The deaf in the control group were found to have checked more occupations than the deaf in the integrated classes (experimental group). In regard to the degree of social relationship, the experimental deaf group was noted as being closer than the control deaf group. Researchers concluded that classroom association seemed to be a factor in increasing a deaf person's view of his acceptance by a normal hearing population. A decrease of job potentialities was seen by those deaf students in integrated classes. One of the reasons speculated upon was that a deaf student's contact with normal hearing students may produce a more realistic and limiting view of the number of occupations a deaf person could perform. (CD)

**ABSTRACT 32827**

EC 03 2827  ED N.A.  
Publ. Date 71  5p.  
Lewis, Dorothy Nota  
Lipreading Skills of Hearing Impaired Children in Regular Schools.  
EDRS not available  
Highlights; V50 N2 P4-8 Sum 1971  
Descriptors: exceptional child research; aurally handicapped; lipreading; regular class placement; hard of hearing; Children's Speechreading Test  
Fifty-nine hearing impaired children enrolled in regular schools (ages 3 to 9) and 32 of their normal hearing siblings took the Children's Speechreading Test. Results were compared with those from a peer group. The hearing impaired children who attended New Mexico schools for the deaf. The hearing impaired enrolled in regular schools did better on the test than their siblings, and both groups had lipreading skills superior to those of the New Mexico students. In both hearing impaired groups there was a low positive correlation between IQ and lipreading scores. In the integrated hearing impaired group, extent of hearing loss did not seem to decisively affect the scores, and there was a low positive correlation between vocabulary and speechreading ability. Suggestions are made for further research. (RJ)

**ABSTRACT 32859**

EC 03 2859  ED 052 401  
Publ. Date Apr 71  105p.  
Exceptional Children Conference Papers: Diagnostic and Resource Teaching.  
Council for Exceptional Children. Arlington, Virginia  
EDRS mf. he  
Papers Presented at the Annual International Convention of the Council for Exceptional Children (49th. Miami Beach, Florida. April 18-24, 1971). Descriptors: exceptional child education; behavior problems; resource teachers; diagnostic teaching; educational diagnosis; discipline problems; crisis therapy; study habits; conference reports  
Nine papers concerning various aspects of diagnostic and resource teaching deal with the impact of crisis-resource teaching in the Falls Church, Virginia public schools, the role and requirements of the diagnostic teacher, the effectiveness of resource rooms for children with specific learning disabilities, basic problems in diagnosis, an overview of school disruption, and the intervention teacher and aide as contemporary educators for resolving and preventing school disruption and violence. Also discussed is a thematic approach to include literary works by black writers into the regular English curriculum to make English material meaningful for high-potential youth. A psychoeducational approach to selecting and measuring the competencies of personnel working with disturbances in schools, and the use of peer attention to increase study behavior. (For other CEC convention papers, see EC 03 854-EC 03 858. EC 03 860-EC 03 861.) (KW)
ABSTRACT 33175
EC 03 3175    ED 054 535
Publ. Date Oct 71 56p.
Walden, S. Bernie and Others
Iowa University. Iowa City. Special Education Curriculum Development Center
Iowa State Department of Public Instruction. Des Moines
EDRS m/hc
Descriptors: exceptional child; professional personnel; public schools; counselors; resource teachers; health personnel; school psychologists; student personnel services; administrator role; instructional staff; Iowa
Examined are the roles of special service personnel (SSP) who provide support services for Iowa public school teachers by three methods: helping a specific child. helping develop instructional program content, and helping develop new instructional skills. The 13 SSPs include counselor, director of special education, educational consultant, hearing clinician, itinerant/resource teacher, principal, regional education media center, school psychologist, school nurse, school social worker, speech clinician, vocational rehabilitation counselor, and work-experience coordinator. SSPs are available at three organizational levels in Iowa: local school system, county or merged county school system, and area served by regional educational materials center. A brief explanation of teacher preparation for using SSP includes gathering materials on learning problems, gathering information on behavior problems, and use of SSP in content areas or development of teacher skills. The latter half of the work is devoted to an overview of each of the 13 SSPs, with discussion focus on their basic functions and contributions to child, teacher, and total educational program. Concluding the work is a short discussion on evaluating results of SSP services. (CB)

ABSTRACT 33182
EC 03 3182    ED N.A.
Publ. Date Sep 71 6p.
Mecham, Steven R.; VanDyke, Robert C.
Pushing Back the Walls Between Hearing and Hearing Impaired Children. EDRS not available
Volta Review; V73 N6 P359-64 Sep 1971
Descriptors: exceptional child education; aurally handicapped; regular class placement; program descriptions; foreign countries; elementary school students; Canada
The ultimate goal of the integration program of the Montreal Oral School for the Deaf is described as full integration of all hearing impaired students into regular schools for the hearing. Classrooms are located in three regular school buildings. where a ratio of no more than 30 hearing impaired to 500 hearing children is maintained to provide optimum opportunities for integration. Reported is an additional integration effort, in which five hearing impaired students were integrated with 90 regular fifth and sixth graders in an innovative open-area education school. Quotations from the regular teachers, regular students, and teacher of the hearing impaired involved (who acted as a resource person) illustrate that the experience was felt to have been beneficial both socially and academically. (KW)

ABSTRACT 33241
EC 03 3241    ED N.A.
Publ. Date Sep 71 4p.
Northcott, Winifred N.
The Integration of Young Deaf Children into Ordinary Educational Programs.
EDRS not available
Exceptional Children; V38 N1 P29-32 Sep 1971
Descriptors: exceptional child education; educable mentally handicapped; resource teachers; regular class placement; program descriptions; mentally handicapped; Hawaii
The article, dealing with the concept of a resource center as an alternative to special class placement especially for socioculturally deprived children with mild learning problems who have been labeled educable mentally retarded, describes the development of a resource center in the special education program at Hauula School (Oahu, Hawaii). Explained are the original commitment and followup procedures to dissolve the self contained educable classes and to identify specific individual needs in the areas of the basic skills tested by the Windward Test Battery. Special education teachers worked with the students and regular teachers to gradually integrate all but two of the 36 students labeled educable into regular classrooms. In the special education room, which became known as the Resource Center, small groups of students or individual students worked with special education teachers on needed special skills or subjects during certain scheduled periods of the day. The Resource Center teachers continue to consult with regular teachers. try new procedures, and train other teachers in procedures appropriate for regular classrooms and in use of the Windward Test Battery and other screening instruments. (KW)
Great Britain 21869, 22242, 32504.

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